

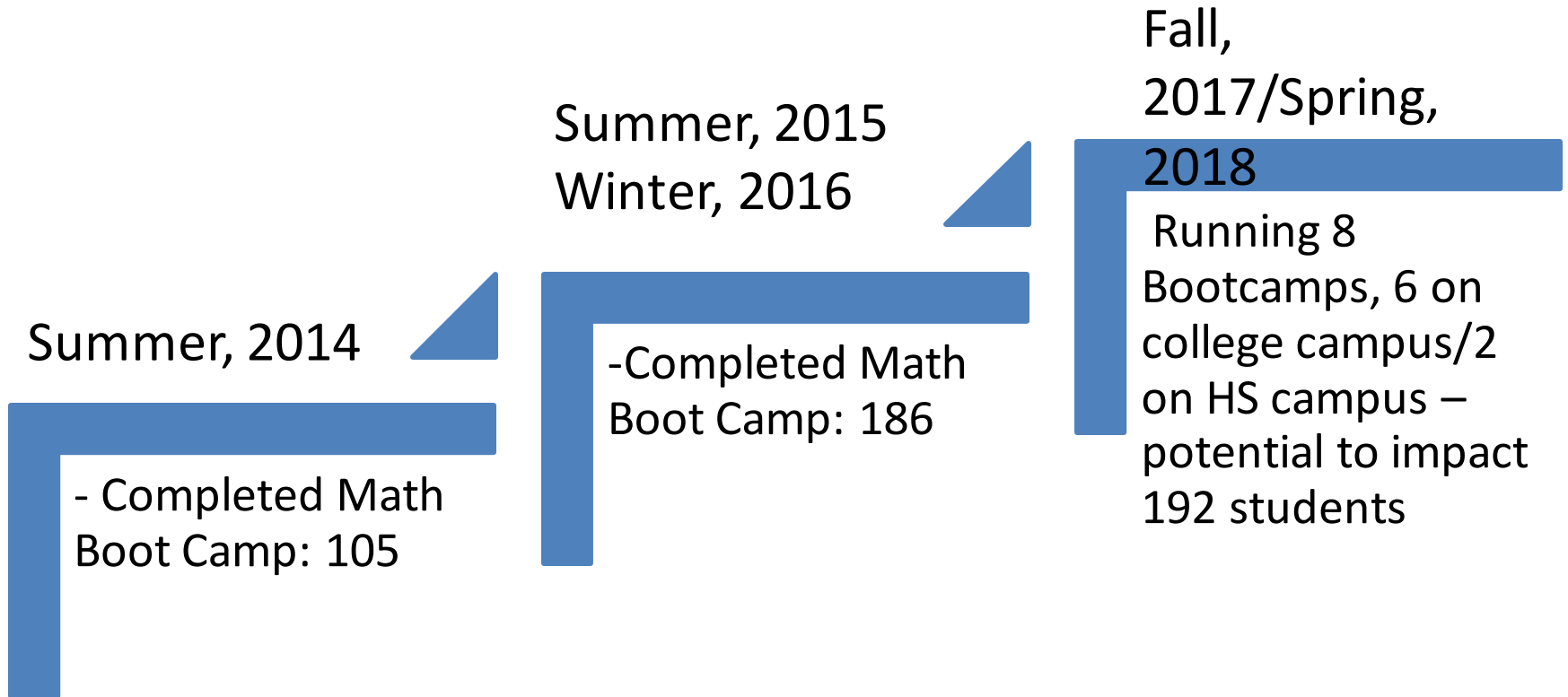
Atlantic Cape Community College ATD Initiative

Math Boot Camp

The Initiative

- Funded through CRN
- FT Students placed through Accuplacer
- Using both diagnostic and prescriptive software (MyFoundationsLab), students complete prescribed modules for which the diagnostic identifies them as “weak” in proficiency.
- Lasts one week: has the potential to allow participants to complete one or two developmental courses
- Includes brief freshman orientation

Scaling Up Milestones



Student Retention & Success

Students Successful in BC	Summer, 2014 (Unduplicated Heads: 115)	Winter 2015 (Unduplicated Heads: 24)	Summer, 2015 (Unduplicated Heads: 90)	Winter, 2016 (Unduplicated Heads: 33)
Registered for any class	103 (90%)	22 (92%)	86 (96%)	32 (97%)
Registered for college-level math or science	64 (56%)	11 (46%)	63 (70%)	25 (76%)
Successful in any college-level math or science	47 (41%)	10 (42%)	10 (42%)	20 (61%)

BC Challenges

- Resources limited to scale program up.
- How do we sustain the program in the absence of a grant?
- There is no way to track the success of students who decide to attend an institution other than our own following the BC experience
- Need to conduct a longitudinal study to determine retention beyond the first semester through completion

Atlantic Cape Community College ATD Initiative

Accelerated Learning Program

The Triad Model

ENGL 101
20 Students



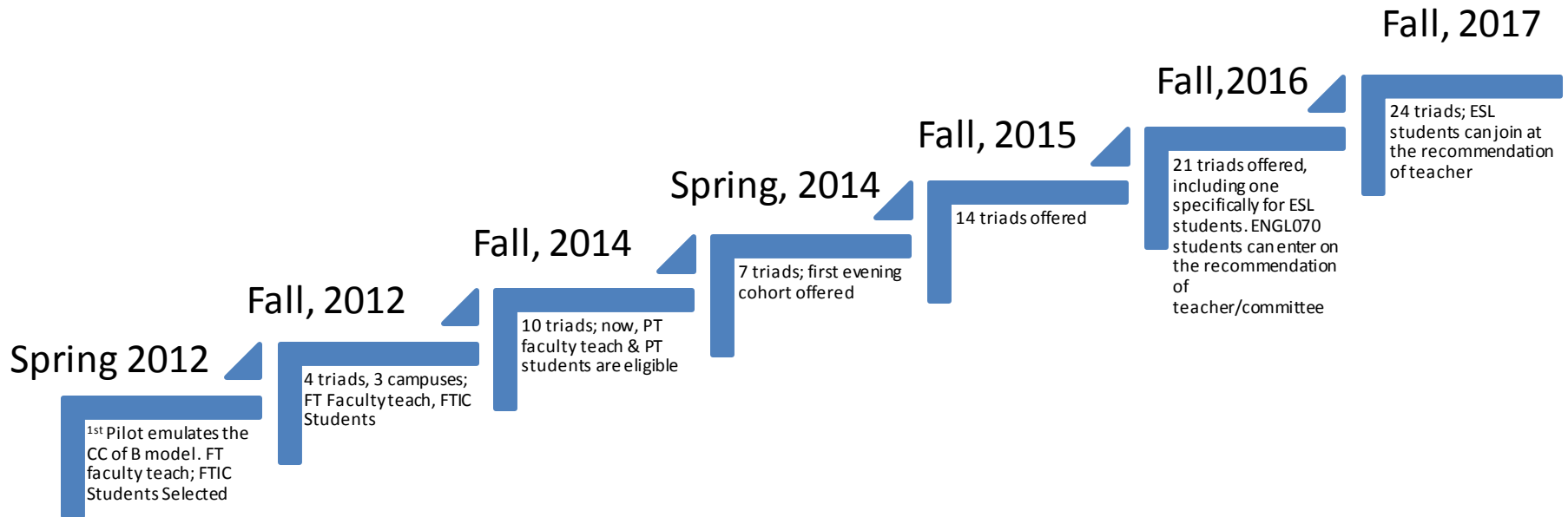
ENGL 099
18 Students



ENGL 101
20 Students

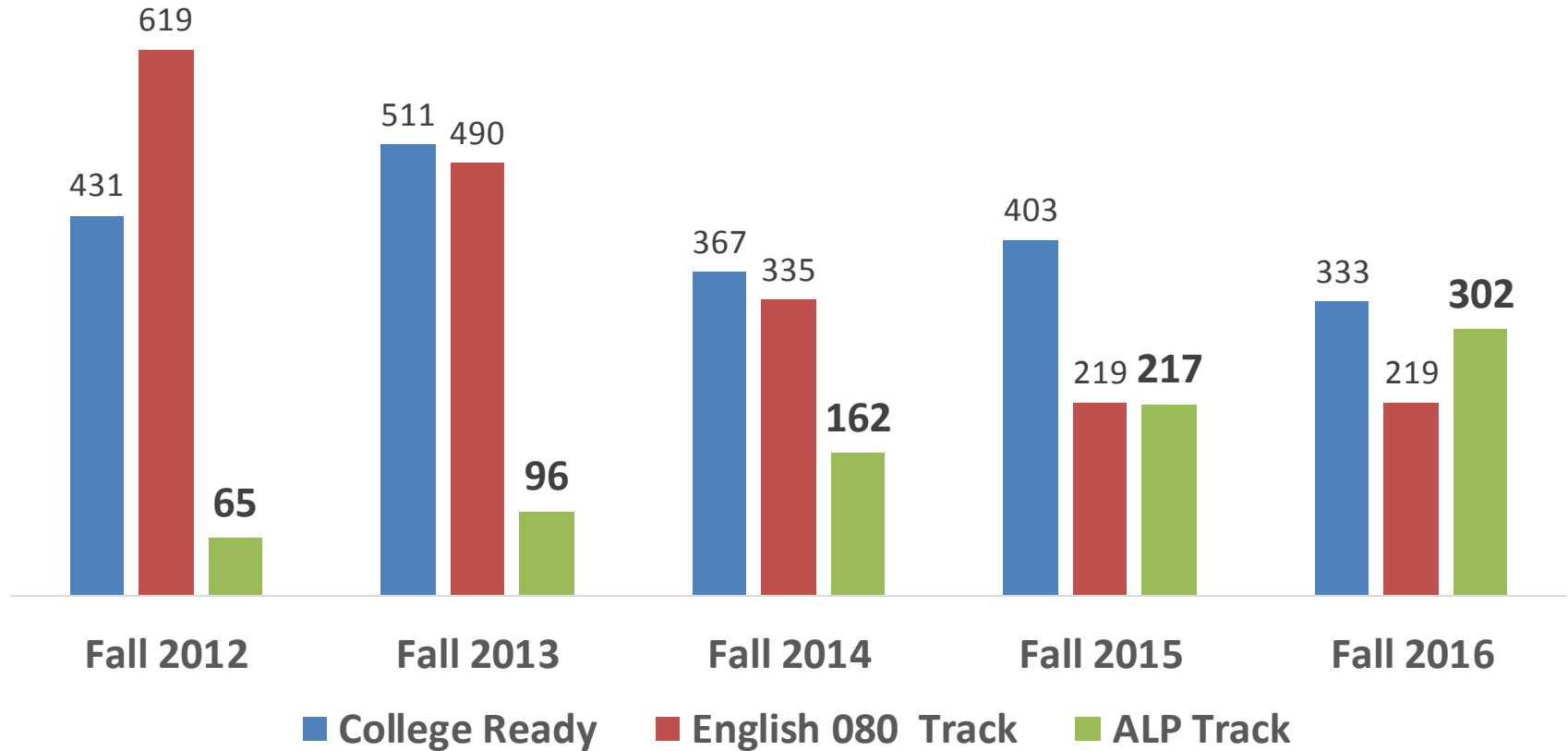


Scaling Up Milestones



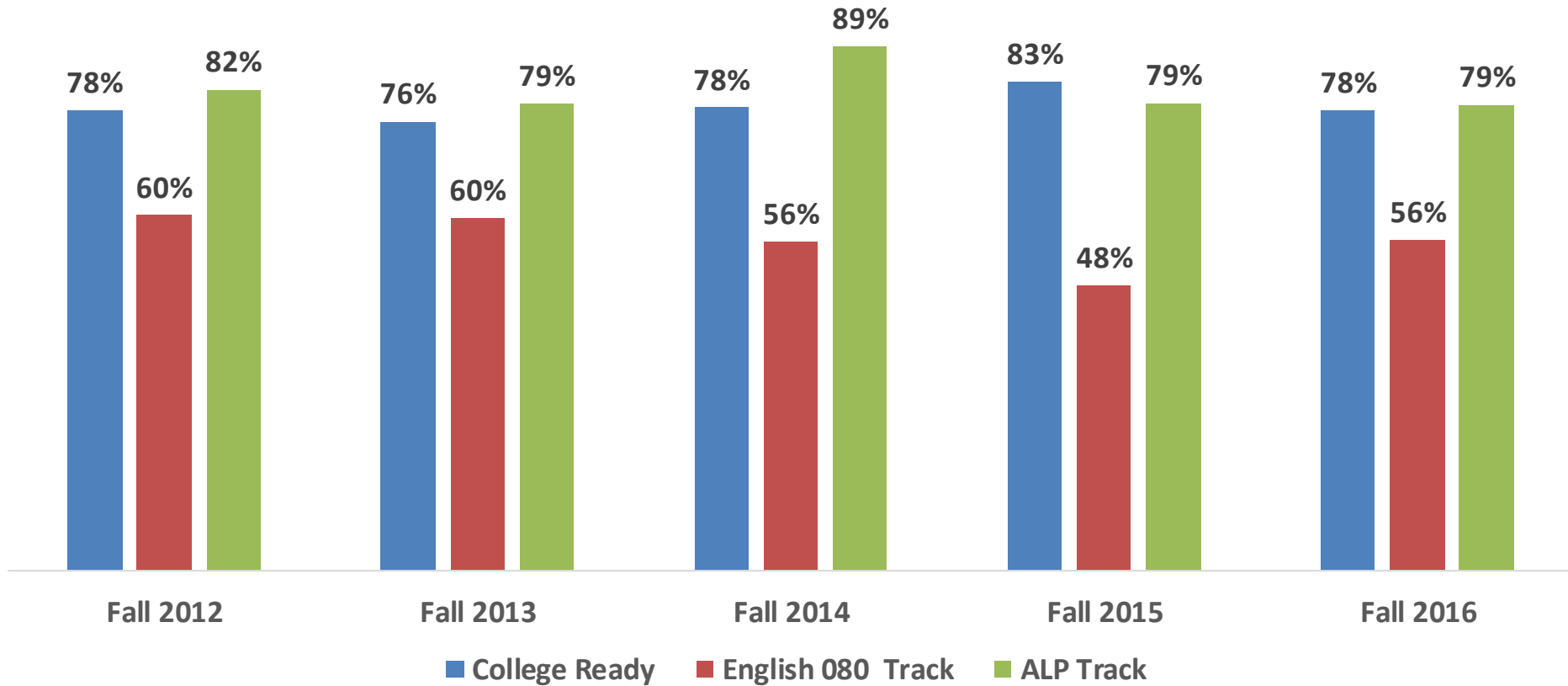
Accelerated Learning Program (ALP)

FTIC Enrolled Cohort - English Placement



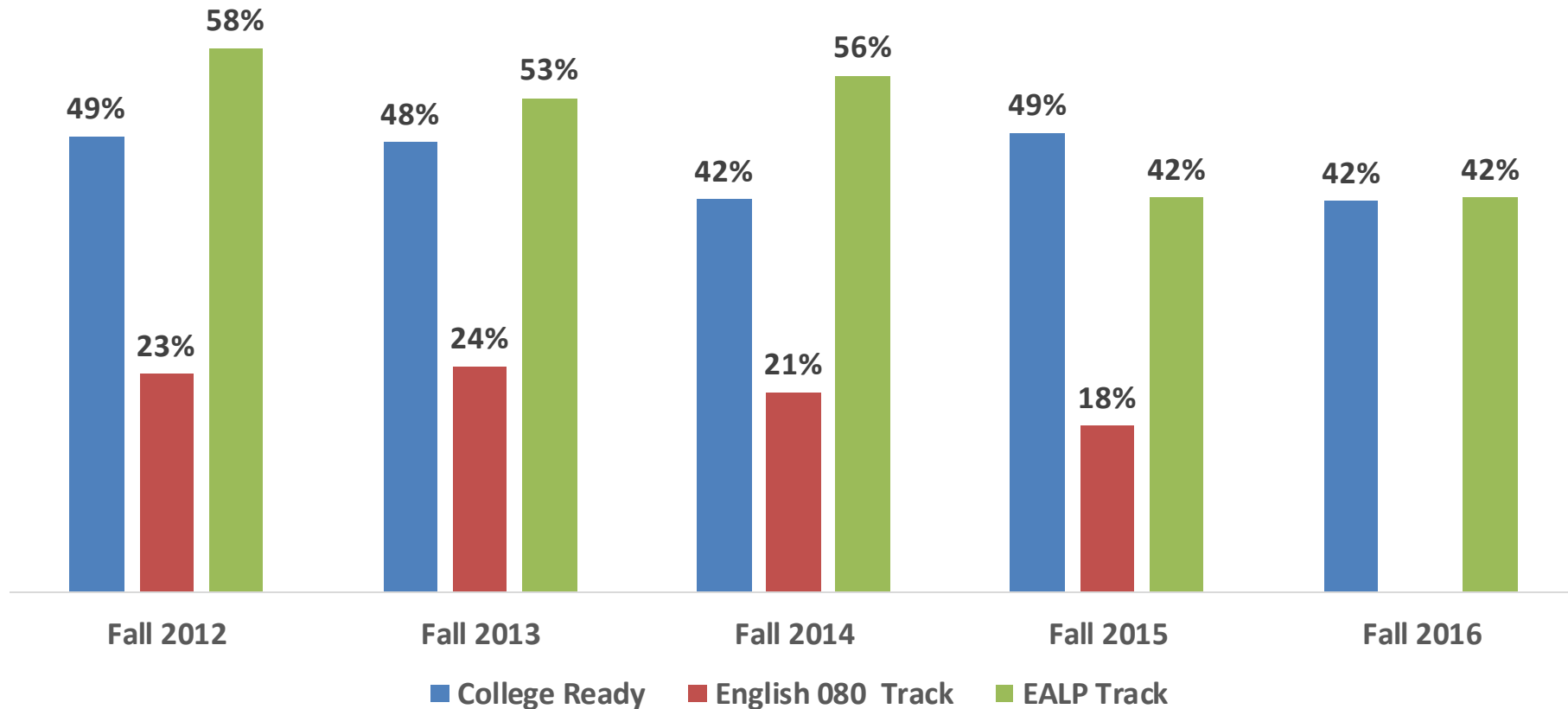
Accelerated Learning Program (ALP)

FTIC Cohort - English 101 Success 1st attempt - C or better



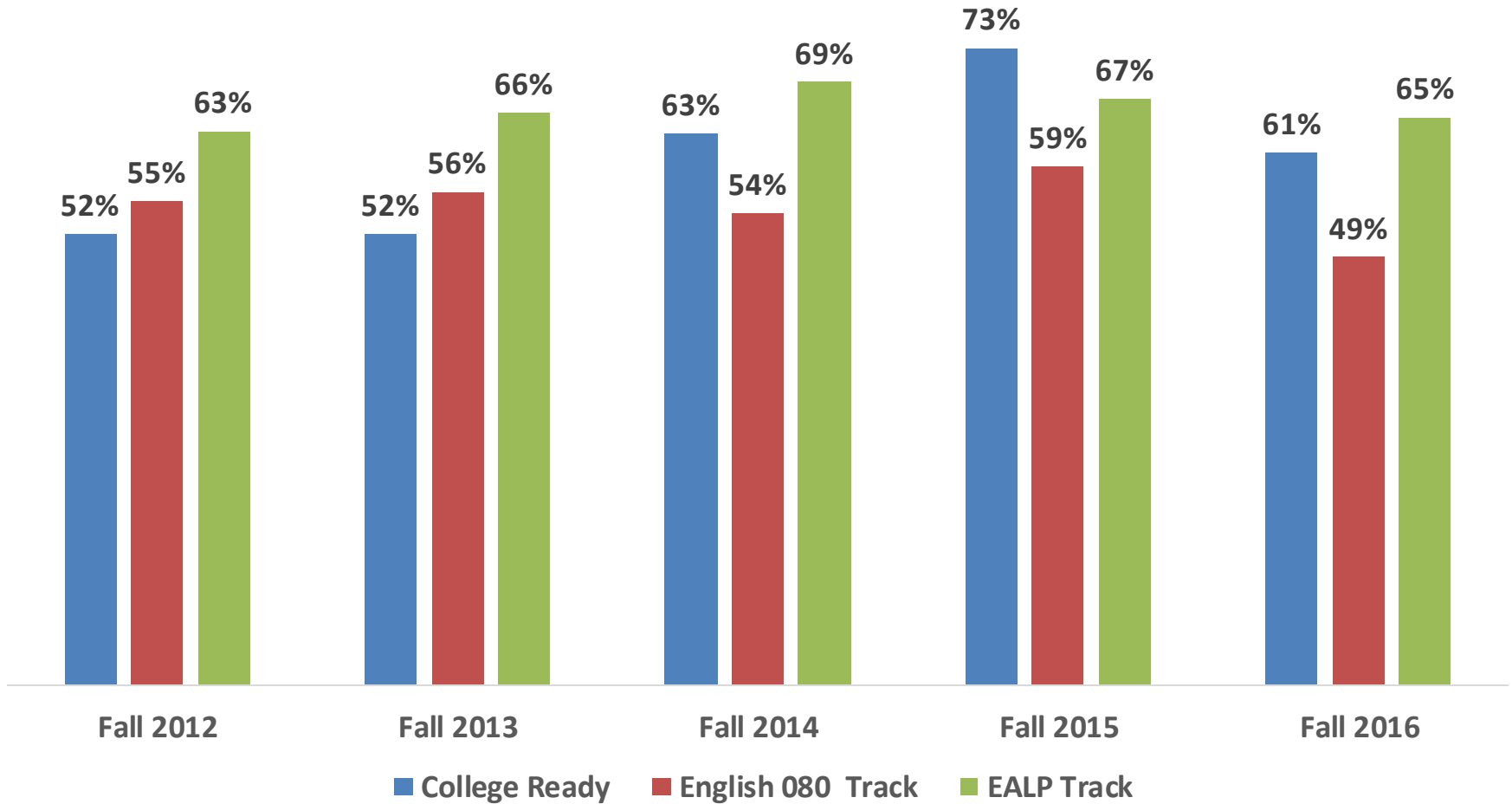
Accelerated Learning Program (ALP)

FTIC Cohort - English 102 Success Next Term - C or better



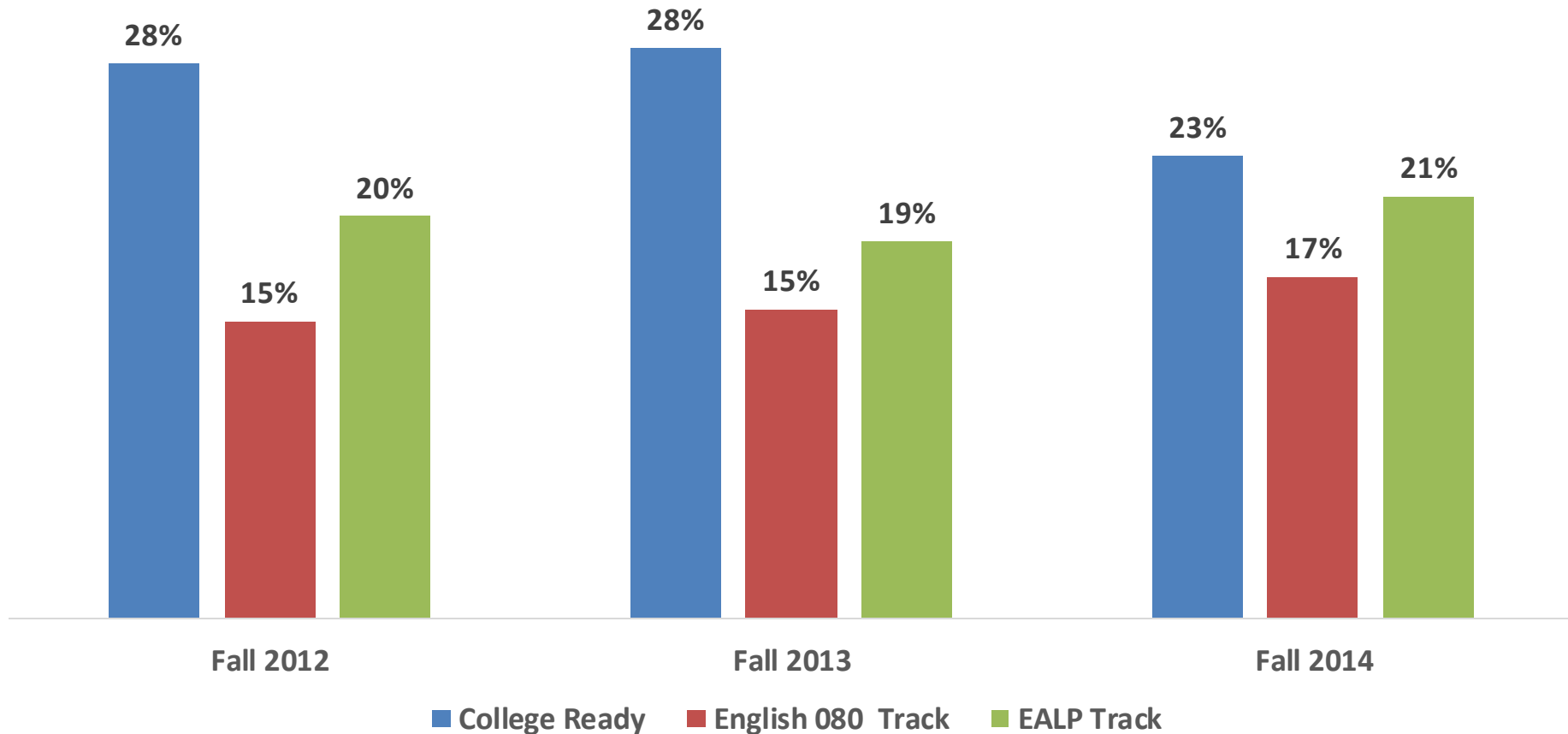
Accelerated Learning Program (ALP)

FTIC Cohort - Fall to Fall Retention



Accelerated Learning Program (ALP)

FTIC Cohort - Graduation Rate



Challenges

- Difficult to scale up completely – not enough college-ready students to run enough sections of freshman composition to accommodate developmental students
 - 60% of entering students place in developmental classes/ 40% in college-level classes.
- Sometimes difficult to locate teachers who can commit to teaching three classes, especially during the day
- Limited space makes it difficult to schedule triads at times of popular demand
- Data challenge – are we comparing apples to apples?